

## Beaufort Middle

2501 Mossy Oaks Road  
Beaufort, South Carolina 29902

**Grades** 6–8 Middle School

**Enrollment** 604 Students

**Principal** Carole T. Ingram 843–322–5700

**Superintendent** Edna H. Crews 843–322–2300

**Board Chair** Ms. Dale Friedman 843–322–2356

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 13   | 20      | 0             | 0              |

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Average                | Below Average             | N/A                             |
| <b>2003</b> | Good                   | Below Average             | No                              |
| <b>2004</b> | Average                | Average                   | No                              |
| <b>2005</b> | Average                | Below Average             | No                              |

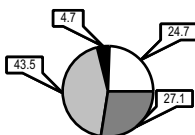
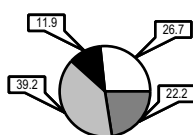
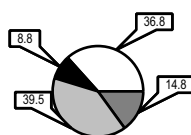
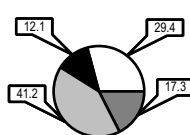
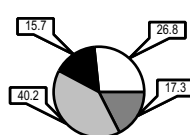
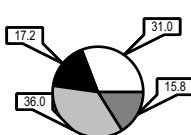
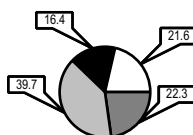
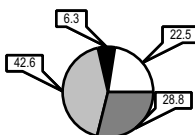
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

|                                                                                    |                    |                                                                                                                                   |
|------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations                                            |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations                                                                       |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level                                                                     |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                                                    | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--------------------------------------------------------------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|---------------------------------------------|--------------------------------------|----------------------------------------|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| All Students                                                       | 599                                                 | 99.7            | 24.6                 | 43.6           | 27.1                | 4.7               | 43.6                                        | Yes                                  | Yes                                    |
| <b>Gender</b>                                                      |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Male                                                               | 305                                                 | 99.7            | 28.7                 | 46.9           | 19.9                | 4.5               | 35.7                                        |                                      |                                        |
| Female                                                             | 294                                                 | 99.7            | 20.2                 | 40.1           | 34.8                | 4.9               | 52.1                                        |                                      |                                        |
| <b>Racial/Ethnic Group</b>                                         |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| White                                                              | 352                                                 | 100.0           | 15.0                 | 45.6           | 33.3                | 6.0               | 53.2                                        | Yes                                  | Yes                                    |
| African American                                                   | 218                                                 | 99.1            | 42.1                 | 40.5           | 14.9                | 2.6               | 25.1                                        | Yes                                  | Yes                                    |
| Asian/Pacific Islander                                             | 6                                                   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                         | I/S                                  | I/S                                    |
| Hispanic                                                           | 18                                                  | 100.0           | 5.6                  | 50.0           | 38.9                | 5.6               | 61.1                                        | I/S                                  | I/S                                    |
| American Indian/Alaskan                                            | 3                                                   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                         | I/S                                  | I/S                                    |
| <b>Disability Status</b>                                           |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Not Disabled                                                       | 530                                                 | 99.6            | 21.5                 | 44.8           | 28.4                | 5.3               | 46.2                                        |                                      |                                        |
| Disabled                                                           | 69                                                  | 100.0           | 50.0                 | 33.3           | 16.7                | 0.0               | 21.7                                        | No                                   | Yes                                    |
| <b>Migrant Status</b>                                              |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Migrant                                                            | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                         |                                      |                                        |
| Non-Migrant                                                        | 599                                                 | 99.7            | 24.6                 | 43.6           | 27.1                | 4.7               | 43.6                                        |                                      |                                        |
| <b>English Proficiency</b>                                         |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Limited English Proficient                                         | 2                                                   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                         | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 597                                                 | 99.7            | 24.5                 | 43.6           | 27.2                | 4.7               | 43.7                                        |                                      |                                        |
| <b>Socio-Economic Status</b>                                       |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Subsidized meals                                                   | 223                                                 | 99.6            | 42.9                 | 39.0           | 16.6                | 1.5               | 22.9                                        | No                                   | Yes                                    |
| Full-pay meals                                                     | 376                                                 | 99.7            | 13.8                 | 46.3           | 33.3                | 6.6               | 55.7                                        |                                      |                                        |

|                                                          |     |       |      |      |      |      |      |     |     |
|----------------------------------------------------------|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students                                             | 599 | 99.7  | 26.6 | 39.2 | 22.2 | 11.9 | 44.5 | Yes | Yes |
| <b>Gender</b>                                            |     |       |      |      |      |      |      |     |     |
| Male                                                     | 305 | 99.7  | 26.9 | 38.8 | 20.6 | 13.6 | 43.4 |     |     |
| Female                                                   | 294 | 99.7  | 26.2 | 39.7 | 24.0 | 10.1 | 45.7 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White                                                    | 352 | 100.0 | 14.1 | 40.2 | 28.8 | 16.8 | 55.0 | Yes | Yes |
| African American                                         | 218 | 99.1  | 49.2 | 36.9 | 11.3 | 2.6  | 25.6 | No  | Yes |
| Asian/Pacific Islander                                   | 6   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic                                                 | 18  | 100.0 | 5.6  | 50.0 | 27.8 | 16.7 | 61.1 | I/S | I/S |
| American Indian/Alaskan                                  | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled                                             | 530 | 99.6  | 24.1 | 38.5 | 23.9 | 13.4 | 47.9 |     |     |
| Disabled                                                 | 69  | 100.0 | 46.7 | 45.0 | 8.3  | 0.0  | 16.7 | No  | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant                                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant                                              | 599 | 99.7  | 26.6 | 39.2 | 22.2 | 11.9 | 44.5 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 597 | 99.7  | 26.5 | 39.2 | 22.3 | 12.0 | 44.6 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals                                         | 223 | 99.6  | 46.3 | 37.1 | 10.2 | 6.3  | 26.3 | No  | Yes |
| Full-pay meals                                           | 376 | 99.7  | 14.9 | 40.5 | 29.3 | 15.2 | 55.2 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |                                                     |                 |                      |                |                     |                   |                                      |
| All Students                   | 599                                                 | 99.7            | 36.7                 | 39.6           | 14.8                | 8.9               | 23.7                                 |
| <b>Gender</b>                  |                                                     |                 |                      |                |                     |                   |                                      |
| Male                           | 305                                                 | 99.7            | 37.8                 | 36.4           | 15.7                | 10.1              | 25.9                                 |
| Female                         | 294                                                 | 99.7            | 35.6                 | 43.1           | 13.9                | 7.5               | 21.3                                 |
| <b>Racial/Ethnic Group</b>     |                                                     |                 |                      |                |                     |                   |                                      |
| White                          | 352                                                 | 100.0           | 23.1                 | 42.9           | 20.4                | 13.5              | 33.9                                 |
| African American               | 218                                                 | 99.1            | 60.0                 | 33.3           | 5.6                 | 1.0               | 6.7                                  |
| Asian/Pacific Islander         | 6                                                   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 18                                                  | 100.0           | 38.9                 | 38.9           | 16.7                | 5.6               | 22.2                                 |
| American Indian/Alaskan        | 3                                                   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| <b>Disability Status</b>       |                                                     |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 530                                                 | 99.6            | 32.3                 | 42.4           | 15.4                | 9.9               | 25.4                                 |
| Disabled                       | 69                                                  | 100.0           | 73.3                 | 16.7           | 10.0                | 0.0               | 10.0                                 |
| <b>Migrant Status</b>          |                                                     |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 599                                                 | 99.7            | 36.7                 | 39.6           | 14.8                | 8.9               | 23.7                                 |
| <b>English Proficiency</b>     |                                                     |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 2                                                   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 597                                                 | 99.7            | 36.5                 | 39.7           | 14.9                | 8.9               | 23.8                                 |
| <b>Socio-Economic Status</b>   |                                                     |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 223                                                 | 99.6            | 62.4                 | 26.8           | 8.8                 | 2.0               | 10.7                                 |
| Full-pay meals                 | 376                                                 | 99.7            | 21.6                 | 47.1           | 18.4                | 12.9              | 31.3                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 599 | 99.7  | 29.3 | 41.2 | 17.4 | 12.1 | 29.5 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 305 | 99.7  | 28.7 | 39.5 | 19.6 | 12.2 | 31.8 |
| Female                         | 294 | 99.7  | 30.0 | 43.1 | 15.0 | 12.0 | 27.0 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 352 | 100.0 | 18.0 | 42.9 | 21.9 | 17.1 | 39.0 |
| African American               | 218 | 99.1  | 49.2 | 36.9 | 9.2  | 4.6  | 13.8 |
| Asian/Pacific Islander         | 6   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 18  | 100.0 | 16.7 | 55.6 | 22.2 | 5.6  | 27.8 |
| American Indian/Alaskan        | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 530 | 99.6  | 25.6 | 42.8 | 18.3 | 13.4 | 31.6 |
| Disabled                       | 69  | 100.0 | 60.0 | 28.3 | 10.0 | 1.7  | 11.7 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 599 | 99.7  | 29.3 | 41.2 | 17.4 | 12.1 | 29.5 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 597 | 99.7  | 29.2 | 41.2 | 17.4 | 12.2 | 29.6 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 223 | 99.6  | 49.8 | 38.0 | 6.3  | 5.9  | 12.2 |
| Full-pay meals                 | 376 | 99.7  | 17.2 | 43.1 | 23.9 | 15.8 | 39.7 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|----------------------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |                                              |          |               |         |              |            |                              |
| 2004                         | 3     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 178                                          | 98.9     | 32.9          | 30.6    | 29.4         | 7.1        | 36.5                         |
|                              | 7     | 206                                          | 100.0    | 19.0          | 50.5    | 27.5         | 3.0        | 30.5                         |
|                              | 8     | 188                                          | 99.5     | 19.0          | 45.7    | 32.1         | 3.3        | 35.3                         |
| 2005                         | 3     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 204                                          | 99.0     | 31.8          | 43.6    | 20.7         | 3.9        | 24.6                         |
|                              | 7     | 186                                          | 100.0    | 23.6          | 43.1    | 29.9         | 3.4        | 33.3                         |
|                              | 8     | 209                                          | 100.0    | 18.3          | 44.7    | 31.0         | 6.1        | 37.1                         |
| <b>Mathematics</b>           |       |                                              |          |               |         |              |            |                              |
| 2004                         | 3     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 178                                          | 99.4     | 22.8          | 33.9    | 23.4         | 19.9       | 43.3                         |
|                              | 7     | 206                                          | 100.0    | 24.0          | 41.5    | 22.0         | 12.5       | 34.5                         |
|                              | 8     | 188                                          | 99.5     | 26.6          | 47.8    | 17.4         | 8.2        | 25.5                         |
| 2005                         | 3     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 204                                          | 99.0     | 21.8          | 35.8    | 29.1         | 13.4       | 42.5                         |
|                              | 7     | 186                                          | 100.0    | 29.3          | 32.8    | 21.3         | 16.7       | 37.9                         |
|                              | 8     | 209                                          | 100.0    | 27.9          | 48.7    | 16.8         | 6.6        | 23.4                         |
| <b>Science</b>               |       |                                              |          |               |         |              |            |                              |
| 2004                         | 3     |                                              |          |               |         |              |            |                              |
|                              | 4     |                                              |          |               |         |              |            |                              |
|                              | 5     |                                              |          |               |         |              |            |                              |
|                              | 6     |                                              |          |               |         |              |            |                              |
|                              | 7     |                                              |          |               |         |              |            |                              |
|                              | 8     |                                              |          |               |         |              |            |                              |
| 2005                         | 3     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 204                                          | 99.0     | 43.0          | 33.5    | 12.8         | 10.6       | 23.5                         |
|                              | 7     | 186                                          | 100.0    | 32.8          | 38.5    | 14.9         | 13.8       | 28.7                         |
|                              | 8     | 209                                          | 100.0    | 34.0          | 46.2    | 16.8         | 3.0        | 19.8                         |
| <b>Social Studies</b>        |       |                                              |          |               |         |              |            |                              |
| 2004                         | 3     |                                              |          |               |         |              |            |                              |
|                              | 4     |                                              |          |               |         |              |            |                              |
|                              | 5     |                                              |          |               |         |              |            |                              |
|                              | 6     |                                              |          |               |         |              |            |                              |
|                              | 7     |                                              |          |               |         |              |            |                              |
|                              | 8     |                                              |          |               |         |              |            |                              |
| 2005                         | 3     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 5     | N/A                                          | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 6     | 204                                          | 99.0     | 25.1          | 40.2    | 19.0         | 15.6       | 34.6                         |
|                              | 7     | 186                                          | 100.0    | 33.9          | 36.2    | 16.1         | 13.8       | 29.9                         |
|                              | 8     | 209                                          | 100.0    | 28.4          | 47.2    | 17.3         | 7.1        | 24.4                         |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## SCHOOL PROFILE

|                                                                                 | Our School             | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---------------------------------------------------------------------------------|------------------------|-----------------------|----------------------------------------|----------------------|
| <b>Students (n= 604)</b>                                                        |                        |                       |                                        |                      |
| Students enrolled in high school credit courses (grades 7 & 8)                  | 21.2%                  | Down from 22.1%       | 26.9%                                  | 15.5%                |
| Retention rate                                                                  | 1.0%                   | Down from 2.5%        | 2.6%                                   | 3.0%                 |
| Attendance rate                                                                 | 95.8%                  | Down from 96.0%       | 96.0%                                  | 95.8%                |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 4.7%                   | Up from 3.7%          | 3.1%                                   | 4.7%                 |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.0%                   | Up from 3.7%          | 3.2%                                   | 4.6%                 |
| Eligible for gifted and talented                                                | 22.9%                  | Up from 21.1%         | 24.2%                                  | 15.3%                |
| On academic plans                                                               | N/AV                   | N/AV                  | N/A                                    | N/AV                 |
| On academic probation                                                           | N/AV                   | N/AV                  | N/A                                    | N/AV                 |
| With disabilities other than speech                                             | 10.4%                  | Up from 8.8%          | 11.0%                                  | 13.6%                |
| Older than usual for grade                                                      | 3.6%                   | Down from 4.0%        | 2.9%                                   | 4.6%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 1.5%                   | Down from 1.6%        | 0.8%                                   | 0.8%                 |
| Annual dropout rate                                                             | 0.0%                   | No change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n= 46)</b>                                                         |                        |                       |                                        |                      |
| Teachers with advanced degrees                                                  | 60.9%                  | Up from 58.7%         | 56.9%                                  | 51.8%                |
| Continuing contract teachers                                                    | 80.4%                  | Down from 82.6%       | 80.3%                                  | 78.1%                |
| Highly qualified teachers                                                       | 88.9%                  | Down from 90.0%       | 90.2%                                  | 89.6%                |
| Teachers with emergency or provisional certificates                             | 5.1%                   | Down from 9.5%        | 3.9%                                   | 6.0%                 |
| Teachers returning from previous year                                           | 76.1%                  | N/A                   | 87.0%                                  | 85.4%                |
| Teacher attendance rate                                                         | 93.0%                  | Down from 94.3%       | 95.1%                                  | 94.9%                |
| Average teacher salary                                                          | \$43,873               | Up 4.9%               | \$42,515                               | \$41,328             |
| Prof. development days/teacher                                                  | 23.6 days              | N/R                   | 11.9 days                              | 11.5 days            |
| <b>School</b>                                                                   |                        |                       |                                        |                      |
| Principal's years at school                                                     | 1.0                    | Down from 3.0         | 5.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                          | 16.1 to 1              | Down from 18.0 to 1   | 22.3 to 1                              | 21.3 to 1            |
| Prime instructional time                                                        | 85.9%                  | Up from 84.9%         | 89.7%                                  | 89.3%                |
| Dollars spent per pupil*                                                        | \$7,533                | Up 11.3%              | \$5,491                                | \$6,022              |
| Percent of expenditures for teacher salaries*                                   | 60.1%                  | Up from 58.7%         | 62.7%                                  | 61.7%                |
| Opportunities in the arts                                                       | Good                   | Down from Excellent   | Good                                   | Good                 |
| Parents attending conferences                                                   | 99.7%                  | Up from 99.0%         | 96.5%                                  | 96.1%                |
| SACS accreditation                                                              | Yes                    | No change             | Yes                                    | Yes                  |
| Character development program                                                   | Good                   | No change             | Good                                   | Good                 |
| * Prior year audited financial data are reported.                               |                        |                       |                                        |                      |
|                                                                                 | <b>Our District</b>    |                       | <b>State</b>                           |                      |
| Highly qualified teachers in low poverty schools                                | 91.1%                  |                       | 89.4%                                  |                      |
| Highly qualified teachers in high poverty schools                               | 94.3%                  |                       | 90.1%                                  |                      |
|                                                                                 | <b>State Objective</b> |                       | <b>Met State Objective</b>             |                      |
| Highly qualified teachers in this school                                        | 65.0%                  |                       | Yes                                    |                      |
| Student attendance in this school                                               | 95.3%                  |                       | Yes                                    |                      |

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The quality of our character at Beaufort Middle School came more sharply into focus during 2004-2005. With "The Power of Voice" as our theme for the year, we focused students on using their voices to influence action and change. The "Power of Voice" then also served as the catalyst through which we more clearly defined who we are as a learning community, a caring community, and a school within our neighboring community. Our staff, parents, and stakeholders reflected on our past and analyzed data in an effort to clarify our vision through a five-year strategic plan for success for all students. In charting our course for the future, we validated that "engaging students in practical, relevant learning experiences which promote a strong sense of place balanced with a strong sense of direction for success" remains a viable, living mission.

As a learning community, we realized various successes in living our mission this year. We were recognized as a Palmetto Silver Award school by the State Department of Education for our performance and improvement in student achievement on the 2004 PACT. Additionally, 100% of our students taking End-of-Course exams in Algebra I and English I passed. We created a special program focused on individual learning and achievement for our overage, struggling students. These Goal Achievers concentrated on success in many areas with specialized support from staff and community mentors. Continuing a tradition of excellence in learning from and in the community, our 8th grade Humanities students composed and printed their tenth publication, Gathering Voices: Living Off the Land. Cultivating their learning, our 6th grade International Studies students interviewed people who live and work in our community as they explored Who Am I and defined what it means to be an International Studies student.

In our third year of implementing the Teacher Advancement Program principles, our teachers continued their learning journey of effective teaching strategies and use of authentic assessment to meet the needs of all our students. As evidence of the impact of this program, we received the highest rating possible on the review of our students' PACT results when compared with teachers' performance. In addition, our Academic Audit indicated that BMS teachers consistently have superior training, development, value, and support that optimize their personal learning capacity.

As a caring community, our students raised over \$10,000.00 for charity including UNICEF Tsunami Relief, The Heart Association, Juvenile Diabetes Foundation, and St. Jude's Children's Research Hospital. Integrating caring, learning, and the neighboring community, students and staff framed a true service learning experience around juvenile diabetes, healthy life styles and bicycle safety that began with science inquiry and concluded with students, staff, and community members bicycling together through our neighborhood.

2004-2005 established the foundation of learning, caring, and community for continued success. The challenge for us in 2005-2006 is to sustain our successes while seeking innovative ways to involve all students and stakeholders in learning and in meeting the increased rigorous expectations we have now set for success.

Carole Ingram, Principal  
Susan Hollingsworth, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|                                                               | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---------------------------------------------------------------|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 28              | 186              | 76              |
| <b>Percent satisfied with learning environment</b>            | 100.0%          | 65.9%            | 87.3%           |
| <b>Percent satisfied with social and physical environment</b> | 100.0%          | 67.7%            | 89.3%           |
| <b>Percent satisfied with school-home relations</b>           | 85.7%           | 71.5%            | 61.6%           |

\*Only students at the highest middle school grade level at this school and their parents were included.